

Measure the Share of the Effective Factors and Time Management

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Abstract: The purpose of the research is to measure the share of the effective factors and time management. The statistical sample, are 112 managers. To collect data the questionnaire for time management was used. The results showed that the first hypothesis is accepted and the results obtained identify that time management is different among managers and with respect to years experience, background experience in management and education. There is a relation between effective factors in time management and the extent of time management among managers. Meanwhile, the share of each factor in time management (control of troublemakers, adequate knowledge, meetings and correspondence planning, personal interests) differs among managers.

Key words: Measure • share • effective factors • time management

INTRODUCTION

An organization can be described as the rational coordination of the activities of a number people for the achievement of some common objective through division of labor and hierarchy of authority and accountability. Organizations have clearly defined goals and most economic means to achieve these goals.

Organizational goals must be equally understood, shared and subscribed to by all the employees in the organization. A single person does not make an organization. It requires a minimum of two or more persons to fulfill the requirements of coordination; hence these have to be done through division of labor and function. For every individual in the organization there is an immediate supervisor [1, 2].

Time is the most precious resource available to may business owner and unless it is carefully managed, nothing else can be. It is well known fact that planning promote performance. Identifying your priorities (these can be personal and family as well as business) and taking the time to plan ahead not only helps you to be a more effective manager, but it will also lead to less tension and stress [3, 4].

Generally, time management refers to the development of processes and tools that increase efficiency and productivity. In business, time management has morphed into everything from methodologies such as enterprise resource planning through consultant services such as professional organizers. When we think of time

management, however, we tend to think of personal time management, loosely defined as managing our time to waste less time on doing the things we have to do so we have more time to do the things we want to do. Therefore, time management is often thought of or presented as a set of time management skills; the theory is that once we master the time management skills, we'll be more organized, efficient and happier. Personal time management skills include:

- Goal setting
- Planning
- Prioritizing
- Decision - making
- Delegating
- Scheduling

Many people find that time management tools, such as PIM software and PDAs, help them manage their time more effectively. For instance, a PDA can make it easier to schedule and keep track of events and appointments. Whether you use technological time management tools or plain old pen and paper, however, the first step in effective time management is analyzing how you currently spend your time and deciding how you want to change how you spend your time. Learning and applying time management skills made a huge difference to both organizational productivity and the way people felt in organizations. [3, 5-11].

Peggy Duncan, a time management counselor, productivity expert and professional organizer who has written the book “Put Time Management to Work; Get Organized, Streamline Processes, Use the Right Technology”. in an interview responded to this question: what is the biggest time management mistake people make at work? Not realizing how much time they waste. We can't manage time: we manage self. We can manage what we do with the time we have. Disorganization, unclear goals, too many personal phone calls, disjointed processes, no routines, poor planning, procrastination, lack of focus, lack of training, junk e-mail, surfing and it goes on. These are all time bandits that steal our time and people often don't make the connection that it's why they never have enough. Working in this state is an absolute breeding ground for stress. If people pay attention to what they're spending their time doing, they'll see how they're wasting it. If they make some simple adjustments, they'll be able to manage themselves better [5].

A simple mathematical formula for productivity is the ratio of output to input. Hence, we can increase productivity by keeping inputs fixed and increasing output, keeping output fixed and decreasing inputs, or increasing output and decreasing inputs simultaneously. This simple formula, however, can be misleading, as not all of the important factors that affect productivity are easily quantified. There are closely - linked technical, social, psychological and cultural dimensions to productivity. Failure to examine these dimensions in any productivity analysis will more than likely lead to the failure of productivity improvement efforts. Time management skills are your abilities to recognize and solve personal time management problems. The goal of these time management lessons is to show you what you can do to improve those skills. With good time management skills you are in control of your time and your life, of your stress and energy levels. You make progress at work. You are able to maintain balance between your work, personal and family lives. You have enough flexibility to respond to surprises or new opportunities [13-21].

In present research investigated time management and measure the share of the effective factors among educational managers. The aim of this study is to test the share of effective factors (such as experience or years of service, experience or years of management, education, control of trouble makers or bandits, enough knowledge, meetings and correspondence, planning and personal interests) in time management. Research hypotheses were as follows:

- Time management is different between managers with different experience of service.
- Time management is different between managers with different experience of management.
- Time management is different between managers with different education.
- There is a relationship between effective factors in time management (control of troublemakers, adequate knowledge, meetings and correspondence, planning and personal interests) and the extent of time management among managers.
- The share of each factors in time management (above - mentioned) is different among managers.

METHODS

Subjects: In this study the statistical population is all the educational managers of guidance and secondary schools in Sari province (in Iran). The statistical sample, are 112 managers. Sampling method is random sampling.

Measures: In present research to collect data the time management questionnaire was used. The time management questionnaire consists of 42 items. Questionnaire face and content validity were established using a panel of experts. A Cronbach's alpha reliability of 0.77 was obtained for the questionnaire in a pilot test with 30 managers.

RESULTS

In this study to analyze data, analysis of variance (ANOVA) and multiple regression and partial correlation have been used. Results are showed in Tables 1-5.

DISCUSSION

The first step to better time and priority management is to identify the most important tasks, actions, or ideas you need to work on. The best way to do this is to visualize it on a chart in order to be able to focus on the highest value box you need to have clearly defined your key personal and business goals for the month or year.

Table 1: Brief ANOVA for hypothesis number 1

Sources of Variation	SS	df	MS	F
Between - group	4126/516	4	1.31/629	4/812
Within - group	21439/193	100	214/392	

Since, $F = 4/812$ with $df = 4, 100$ and level of confidence 95% ($\alpha = 5\%$) more than critical table ($F = 2/46$). Therefore, research hypothesis is accepted and null hypothesis rejected. It is concluded that time management is different between managers with different experience of service

Table 2: Brief ANOVA for hypothesis number 2

Sources of Variation	SS	df	MS	F
Between - group	5290/484	4	1322/621	6/579
Within - group	19097/626	95	201/028	

Since, F = 6/579 with df = 4, 95 and level of confidence 95% ($\alpha=5\%$) more than critical table (F=2/46). Therefore, research hypothesis is accepted and null hypothesis rejected. It is concluded that time management is different between managers with different experience of management

Table 3: Brief ANOVA for hypothesis number 3

Sources of Variation	SS	df	MS	F
Between - group	2803/369	3	934/456	4/109
Within - group	22742/544	100	227/425	

Since, F = 4/109 with df = 3, 100 and level of confidence 95% ($\alpha=5\%$) more than critical table (F=2/70). Therefore, research hypothesis is accepted and null hypothesis rejected. It is concluded that time management is different between managers with different education.

Table 4. Brief ANOVA for hypothesis number 4

Sources of Variation	SS	df	MS	F
Between - group	23942/66	5	4788/532	292/082
Within - group	1623/054	99	16/394	

Since, F = 292/082 with df = 5, 99 and level of confidence 95% ($\alpha=5\%$) more than critical table (F=2/30). Therefore, research hypothesis is accepted and null hypothesis rejected. It is concluded that there is a relationship between effective factors in time management and the extent of time management among managers.

Table 5: Coefficients of partial correlation

Coefficients of Partial	Correlation Effective Factors
Control of trouble makers	0.76
Adequate knowledge	0.42
Meetings and correspondence	0.68
Planning	0.49
Personal interests.	0.77

Results Table 5 showed that the share of each factor in time management is different among managers

Post Hoc Test

Multiple comparisons

Dependent variable Tukey HSD

Experience of service		Mean	Std. Error	Sig.	95% Confidence interval	
					Difference (I-J)	Lower Bound
Less than 5	10-May	-4.3095	7.145	0.974	-24.1588	15.5397
	15-Oct	-15.7292	7.009	0.172	-35.2027	3.7443
	15-20	-15.1667	6.744	0.171	-33.9020	3.5686
	More than 20	-	6.348	0.018	-37.6211	-2.3506
		19.9858*				
5-10	Less than 5	4.3.95	7.145	0.974	-15.5397	24.1588
	10-15	-11.4196	5.358	0.215	-26.3066	3.4673
	15-20	-10.8571	5.006	0.200	-24.7645	3.0502
	More than 20	-	4.458	0.006	-28.0620	-3.2906
		15.6763*				
10-15	Less than 5	15.7292	7.009	0.172	-3.7443	35.2027
	5-10	11.4196	5.358	0.215	-3.4673	26.3066
	20-Oct	0.5625	4.811	1.000	-12.8031	13.9281
	More than 20	-4.2566	4.238	0.853	-16.0308	7.5175
15-20	Less than 5	15.1667	6.744	0.171	-3.5686	33.9020
	5-10	10.8571	5.006	0.2	-3.0502	24.7645
	10-15	-0.5625	4.811	1.000	-13.9281	12.8031
	More than 20	-4.8191	3.782	0.708	-15.3275	5.6892
More than 20	Less than 5	19.9858*	6.348	0.018	2.3506	37.6211
	5-10	15.6763*	4.458	0.006	3.2906	28.062
	10-15	4.2566	4.238	0.853	-7.5175	16.0308
	15-20	4.8191	3.782	0.708	-5.6892	15.3275

* The mean difference is significant at the 0.05 levels

Homogeneous Subsets
Multiple Comparisons
Tukey HSD^{ab}

		Subset for alpha =0.05		
Experience of Service	N	1	2	3
Less than 5	6	154.3333		
10-May	14	158.6429	158.6429	
20-Oct	22	169.5000	169.5000	169.5000
15-Oct	16		170.0625	170.0625
more than 20	47			174.3191
Sig.		0.061	0.257	0.911

Means for groups in homogeneous subsets are displayed.

- Uses Harmonic Mean Sample Size = 13.612
- The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Multiple comparisons
Dependent variable
Tukey HSD

Experience of Management		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence interval	
					Lower Bound	Upper Bound
Less than 5	5-10	-	3.651	0.003	-23.9483	-3.6411
	10-15	13.7947*	3.984	0.393	-18.1574	3.9995
	15-20	-7.0789	4.854	0.855	-18.3489	8.6503
	More than 20	-4.8493	5.832	0.000	-41.0405	-8.6061
			-			
		24.8233*				
5-10	Less than 5	13.7947*	3.651	0.003	3.6411	23.9483
	10-15	6.7158	4.315	0.529	-5.2845	18.7161
	15-20	8.9455	5.13	0.413	-5.3204	23.2113
	More than 20	-11.0286	6.063	0.369	-27.889	5.8318
10-15	Less than 5	7.0789	3.984	0.393	-3.9995	18.1574
	5-10	-6.7158	4.315	0.529	-18.7161	5.2845
	15-20	2.2297	5.372	0.994	-12.7086	17.1679
	More than 20	-	6.269	0.044	-35.1774	-3.114
			17.7444*			
15-20	Less than 5	4.8493	4.854	0.855	-8.6503	18.3489
	5-10	-8.9455	5.13	0.413	-23.2113	5.3204
	10-15	-2.2297	5.372	0.994	-17.1679	12.7086
	More than 20	-	6.855	0.035	-39.0375	-0.9105
			19.9740*			
More than 20	Less than 5	24.8233*	5.832	0	8.6061	41.0405
	5-10	11.0286	6.063	0.369	-5.8318	27.889
	10-15	17.7444*	6.269	0.044	0.3114	35.1774
	15-20	19.9740*	6.855	0.035	0.91105	39.0375

*. The mean difference is significant at the 0.05 levels.

Homogeneous Subsets
Multiple Comparisons
Tukey HSD^{a,b}

		Subset for alpha =0.05	
		1	2
Experience of Management	N		
Less than 5	38	162.6053	
15-20	11	167.4545	
10-15	19	169.6842	
5-10	25	176.4000	176.4000
more than 20	7		187.4286
Sig.		0.080	0.241

Means for groups in homogeneous subsets are displayed.

- Uses Harmonic Mean Sample Size = 14.176.
 - The group sizes are unequal. The harmonic mean of the group sizes is used.
- Type I error levels are not guaranteed.

Post Hoc Tests
Multiple comparisons
Dependent variable
Tukey HSD

					95% Confidence interval	
					Lower Bound	Upper Bound
Education		Mean Difference (I-J)	Std. Error	Sig.		
Diploma	Associate of arts	2.4500	5.045	0.962	-10.7310	15.6310
	Bachelor's degree	6.4722	4.900	0.552	-6.3294	19.2738
	Master of arts	18.6667*	6.157	0.016	2.5807	34.7526
Associate of arts	Diploma	-2.4500	5.045	0.962	-15.6310	10.7310
	Bachelor's degree	4.0222	3.399	0.639	-4.8581	12.9025
	Master of arts	16.2167*	5.045	0.009	3.0357	29.3976
Bachelor's degree	Diploma	-6.4722	4.900	0.552	-19.2738	6.3294
	Associate of arts	-4.0222	3.399	0.639	-12.9025	4.8581
	Master of arts	12.1944	4.900	0.068	-0.6071	24.9960
Master of arts	Diploma	-18.6667*	6.157	0.016	-34.7526	-2.5807
	Associate of arts	-16.2167*	5.045	0.009	-29.3976	-3.0357
	Bachelor's degree	-12.1944	4.900	0.068	-24.9960	0.6071

*. The mean difference is significant at the 0.05 levels

Homogeneous Subsets
Multiple Comparisons
Tukey HSD^{a,b}

		Subset for alpha =0.05	
		1	2
Education	N		
Master of arts	12	156.5833	
Bachelor's degree	45	168.7778	168.7778
Associate of arts	35		172.8000
Diploma	12		175.2500
Sig.		0.074	0.564

Means for groups in homogeneous subsets are displayed.

- Uses Harmonic Mean Sample Size = 18.394.
 - The group sizes are unequal. The harmonic mean of the group sizes is used.
- Type I error levels are not guaranteed.

You can then allocate quality time each day, week or month to actions that will help you achieve these goals. Motivation and time management is two intrinsic abilities that are essential to successfully completing your tasks in organization. In understanding both of these abilities better you can recognize counter productive behavior in your tasks and implement some goals to help you achieve your best.

Once you have set goals and become motivated to get on with your tasks, if you are able to manage your time wisely you should have enough time to do most of the things that are important to you as well as your tasks. Time management skills and strategies were as follows:

- Define your goals - personal, family and business.
- Commit your goals to paper and allocate order priority
- Set yourself at least one major priority each day and achieve it.
- Eliminate one time waster from your routine each month
- Plan your week.
- Review at the start of each day and make sure your first hour is productive
- Try to finish what you start.
- Give yourself some quality time each week to network outside your business - perhaps attend a seminar, follow-up customers, introduce yourself to potential customers, or talk to business advisors
- Take some time for yourself - time to learn, time to relax, time to live.

All time management skills and strategies are learnable. More than likely you will see much improvement from simply becoming aware of the essence and causes of common personal time management problems. With these time management skills and strategies, you can see better which time management techniques are most relevant for you situation. Just get started with them. Many of your problems gradually disappear. If you already know how you should be managing your time, but you still don't do it, don't give up. What you may be overlooking is the psychological side of your time management skills, psychological obstacles hidden behind your personality. The psychological component of your time management skills can also be dealt with. Remember planning and organizing can turn your goals and visions into action, this means balancing work, family, study and other commitments, balancing your commitments means setting priorities and

finally remember time management is not about getting more done. It's about doing the important things.

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